



Week 5: Learning Project - Sport

Age Range: EYFS

Weekly Reading Tasks	Weekly Phonics Tasks
Monday- Talk to your child about some words used in sports such as throw, hit, catch, ball. Go on a word hunt around the house to find these words in books, magazines or newspapers.	Monday- Daily Phonics - Practise the sounds your child is working on and blend words. This can be oral blending (e.g. spoken out loud c-a-t) or written if appropriate.
Tuesday- Listen to stories linked to sport, including Peppa Pig , The Large Family , Sports Day by Jill Murphy , and Maisy's Sports Day .	Tuesday- Can your child think of rhyming words? Take it in turns to say a rhyming word i.e. cat, mat , bat, sat .
Wednesday- Reception age children: Can your child practice reading the tricky words: I, no, go, to, the, into, he, she, me, we, be?	Wednesday- Play Phonics Pop - Once you have selected the sounds (you must select at least three sounds), click 'Go'. Ask your child to listen to the new sound and click these to pop them. Also try and catch the aliens.
Thursday- Develop listening skills by encouraging your child to listen to the BBC School Radio episode about sports.	Thursday- Play 'I Spy'. <i>'I spy, with my little eye, something beginning with t'</i> . CHALLENGE: Try trickier sounds such as ch, sh or th .
Friday- Read a range of stories at home- enjoy reading them together. Talk to your child about their likes and dislikes in the story.	Friday- Provide your child with some simple words linked to sport e.g. ran . Say the word in sounds e.g. r-a-n . Ask your child to repeat the sounds and then write the sounds if they are able to.
Weekly Writing Tasks	Weekly Maths Tasks- Positions
Monday- Can your child talk about all the different sports they know? Can they have a go at writing them (i.e. run, jump, skip)?	Monday- Listen to this song and watch a short video to learn positional language.
Tuesday- Listen to interactive stories linked to sport, including Peppa Pig . Talk about how the characters are feeling when they win/lose. Draw a picture to show how the characters are feeling.	Tuesday- Play positional language Hide and Seek- Choose a selection of items and hide them. Ask your child to count out loud while you're doing this. Give them clues about the positions of the objects, e.g. <i>it's under the chair</i> .
Wednesday- Ask your child to draw a picture of themselves doing something sporty. i.e. running, jumping, a cartwheel. Can they label the picture or write a	Wednesday- Listen to 'We're Going on a Bear Hunt' . Talk about the positional language used in the story – through, over, under. Create a story in the house



simple sentence e.g. I can hop	using these words-over, under, though, behind, next to, opposite, around.
Thursday- Use this animated letter formation tool to help your child practise letter formation. You can select those they find most challenging.	Thursday- Encourage your child to jump, hop or skip. Give them directions as they do this e.g. jump forwards 5.
Friday- Support your child to practise writing the tricky words: I, no, go, to, the, into, he, she, me, we, be.	Friday- Make a positional language picture- cut out a selection of 2d shapes. Give your child positional instructions to create a picture e.g. <i>put the square in the middle of your page.</i>

Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more about sports and games. Learning may focus on the history of sport, sporting-heroes, physical challenges and performance.

Ball Games

- Play a game of catch with a ball - when you drop the ball, you lose a point. You could record points using a tally chart and count up who has the most points at the end. **CHALLENGE:** See if you can catch the ball standing further apart, catch with one hand or use a smaller ball.

Play Skittles

- If you have a set of skittles, you're ready to go, if not you can make your own skittles using plastic bottles. Take a plastic bottle and partly fill with soil/ stones or sand to weigh it down. If you don't have plastic bottles available you could use tin cans for an alternative version. Ask your child to count how many skittles there are to begin with. Roll the ball at the skittles and ask your child to count how many they have knocked over. Can they work out how many are left? **CHALLENGE:** You could write this out as a subtraction number sentence e.g. if you start with 5 skittles and knock over 2 your child would write $5 - 2$. Ask them to count how many are left to find the answer $5 - 2 = 3$



Competition Time

- Have a time challenge. Give your child an action to do e.g. hop, skip, jump, clap or star jump. how many can they do in one minute. Keep a record of the scores. Ask everyone in the house to have a go! Share a photograph of your time challenge on Twitter to motivate everyone to get moving using [#TheLearningProjects](#)

Parts of the Human Body



- Ask your child which parts of their body they use to run? To do a handstand? Draw the parts of the body and for a challenge ask them to label them using their phonics knowledge.

Create your own Junk Modelled Football Pitch

- Using a lid of a shoe box or similar container, help your child to cut out two holes on each end as the goals. If you have green card or paper, stick this in the base, if not you can colour in plain paper using a crayon. Draw out the marking on the pitch using crayons or felt tips. When finished, stand your football pitch on a box on the table. Using something ball-like (e.g. a sweet), take turns aiming at your partner's goal whilst the other tries to save the goal. If you score you get to eat the sweet! **CHALLENGE:** Write instructions to play your game e.g. 1. Put the ball in. 2. Flick at the goal. 3. Eat the sweet!



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Brilliant Bodies

- Try testing your body by seeing how long you can balance for or make a reaction tester to see how good your reactions are. Download a reaction tester [here](#).
- The complete resource can be downloaded [here](#).

Additional learning resources parents may wish to engage with

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Week 6: Learning Project - The Rainforest

Age Range: EYFS

Weekly Reading Tasks	Weekly Phonics Tasks
<p>Monday- Watch Go Letters: Amazon Rainforest. Can your child tell you where the tree frog was found? What sound did it make? Which rainforest insect steals the picnic? What happens when the tree frogs aren't there to eat the ants?</p>	<p>Monday- Ask your child to find different things around the house/garden. Can they segment each word into sounds i.e. c-u-p (cup), b-e-d (bed) t-ea (tea), ch-air (chair)? If they are able, they could write these too.</p>
<p>Tuesday- Help your child to look through cookery books for a recipe involving cocoa/chocolate. If you have the ingredients, make the sweet treat!</p>	<p>Tuesday- Think of words to describe the rainforest animals - each word should start with the same letter i.e. mad, munching monkey or large, loving lion.</p>
<p>Wednesday- Ask your child to use pictures from a familiar story book to make up their own story or to retell their favourite story.</p>	<p>Wednesday- Daily Phonics - Practise the sounds your child is working on and blend words. This can be oral blending (e.g. spoken out loud a-n-t) or written.</p>
<p>Thursday- Enjoy listening to online stories together including: Slowly, Slowly Said the Sloth and The Tiger Who Came To Tea.</p>	<p>Thursday- Play 'I Spy in the Rainforest'. <i>'I spy, with my little eye, something beginning with t'</i>. CHALLENGE: Change it to <i>'I spy, with my little eye, my word includes the digraph ee'</i> - 'Tree'.</p>
<p>Friday- Ask your child to read these tricky words: I, no, go, to, the, into, he, she, me, we, be. CHALLENGE: Ask your child to find these tricky words in the stories you are reading.</p>	<p>Friday- Play the Word Machine - Ask your child to read each word carefully. Match the correct word to the picture. If you get it right, you will hear a clap. Click 'Next' and have a go at another word.</p>
Weekly Writing Tasks	Weekly Maths Tasks- Number Recognition and Counting
<p>Monday- Say or write a list of all the animals you would find in the rainforest. CHALLENGE: Can your child think of an animal for each letter of the alphabet e.g. a=alligator, b=bird.</p>	<p>Monday- Use this tens frame to practise making different amounts. Or, your child can practice making amounts to 10 using different objects from the garden e.g. leaves.</p>



<p>Tuesday- Talk about the rainforest with your child and ask: What can you see? What can you hear? Ask your child to draw a picture of the rainforest and write a sentence about what they can see or hear.</p>	<p>Tuesday- Practice writing the numerals to 10 and then up to 20 if your child is able. You could do this in chalk in the garden, using felt tips, crayons or anything that will engage your child.</p>
<p>Wednesday- Use this animated letter formation tool to help your child practise letter formation. You can select those they find most challenging.</p>	<p>Wednesday- Play this Ladybird Spots-Counting, Matching and Ordering Game. You can tailor the difficulty to your child's level.</p>
<p>Thursday- Using the story The Tiger Who Came To Tea, draw a picture of the tiger and label the picture using words to describe him e.g. stripy fur, sharp teeth.</p>	<p>Thursday (theme)- Make a garden trail using arrows made from sticks. Ask your child to follow the trail and identify the direction. This could be done on your walk.</p>
<p>Friday- Ask your child to create a rainforest animal mask then talk about the sounds that different animals make. CHALLENGE: Can they write a sentence to describe the animal e.g. <i>I like the monkey. He is cheeky. He jumps in the trees.</i></p>	<p>Friday- Use a teddy and count forwards and backwards making deliberate mistakes. Can your child spot the mistakes? Mistakes can include omitted numbers, repeated numbers or a number in the wrong place. CHALLENGE: Ask your child to spot the mistake when the numbers are written down.</p>

Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more about the world's rainforests. Learning may focus on the plants, animals and insects that inhabit the rainforest, food that originates there and weather patterns. It could look at plants and animals that can be found in the garden too.

Which Animals Live in the Rainforest?

- Watch this [video](#) about animals in the rainforest. Can your child tell you about some of the animals that live in the rainforest? Can they remember any facts? Can they describe the animals?.
- Ask your child to make their own explorers outfit (e.g. binoculars, sunhat, backpack) and head out to the garden or on your daily walk. What creatures can your child find? Are they similar to any you might see in the rainforest? Take photographs.



Draw a Picture of a Rainforest Animal on the Computer

- Ask your child to draw a picture of a rainforest animal. Can they use computing software to recreate their picture? Try Paint.

Play the [Animal Jungle Quiz](#)



- Listen to the clues. Can you match the clue to the correct animal?
- Click [here](#) to create your own jungle. Drag the animals onto the picture. Where do you think the animals should go? Why? i.e. *on the ground, in the trees...*

Make a Collage of a Rainforest Animal

- Use collage to create your own rainforest animal using recycled materials from around the house. Share your finished creation to inspire others on Twitter at [#TheLearningProjects](#).



Make an Animal Home

- **Create an animal home e.g. a bug hotel using things from the garden. Use a plastic tub or cardboard box. Ask your child what the animal will need in the home in order to survive.**

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Rainforest Materials

- A rainforest has lots of tall trees and grows in warm countries that have a lot of rain. People use the wood from the trees to make paper and furniture. They also take lots of ingredients like sugar and oil to make food. [Here](#) you can find a list of food and ingredients that grow in rainforests.
- What plants can we find in the garden? Can you name the different parts of a plant? Stem, leaves, branches, roots, flower? Try using some of the material found in your garden to make something useful. For example, [a nature paint brush](#).

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Week 7: Learning Project - Famous & Significant People

Age Range: EYFS

Weekly Reading Tasks	Weekly Phonics Tasks
<p>Monday- Ask your child to think about their favourite books and read one of them together. Find out about the famous authors and encourage your child to think about why they like these books?</p>	<p>Monday- Sound Sprint - Make some sound cards (you could use paper). Place and spread them out across the floor. Ask your child to run and stand on the sound you call out. Say simple words as a challenge e.g. f-o-x.</p>
<p>Tuesday- Read stories written by the famous author, Julia Donaldson. You can also listen to them if you click on the following links: Room on the Broom / Gruffalo.</p>	<p>Tuesday- Play Online Buried Treasure - Click on the sounds your child is learning. CHALLENGE: If you think it is a real word can you explain what the word means?</p>
<p>Wednesday- Ask your child to draw pictures showing what happened at the beginning, middle and the end of Room on the Broom or The Gruffalo. Or choose a different story.</p>	<p>Wednesday- Ask your child to use their phonic knowledge to spell some of the names of the characters from the 'The Gruffalo'? E.g. f-o-x, ow-l. If this is too tricky, can they say the sounds that make up the words instead?</p>
<p>Thursday- Ask your child questions about the books that you have shared- Who are the main characters? How are the characters feeling? Who is your favourite character? Why? What did you like/dislike about this story?</p>	<p>Thursday- Play Viking Full Circle - Click on the set of sounds your child is learning. Listen carefully to the word and have a go at choosing the correct letters to make the word.</p>
<p>Friday- Your child can continue to read a story from the free eBook library at Oxford Owl. Repeat as you would your class reading books.</p>	<p>Friday- Choose a letter of the alphabet. How many famous people or book characters can your child think of that start with this letter?</p>
Weekly Writing Tasks	Weekly Maths Tasks- Adding
<p>Monday- Watch 'The Gruffalo' here. Ask your child to draw a picture of their favourite character. Can they write words/sentences to describe their character, i.e. furry body, knobbly knees and black teeth.</p>	<p>Monday- Practice counting on from any given number. Try to create rhythmic patterns: 1,2 3,4, 5,6 2,3,4, 5,6,7 8,9, 10. Then play this online adding machine game, add up the animals and objects.</p>
<p>Tuesday- Can your child make a wanted poster for the Gruffalo. Can they draw a picture of the Gruffalo? Can they describe him?</p>	<p>Tuesday- Use the Tens Frame to add numbers together. Or, ask your child to make 10 using different objects from around the house/garden e.g. dry</p>



	pasta.
Wednesday- Your child can practise writing letter families (t, l, i) in fun ways e.g. with their finger in shampoo or with a wet sponge on the pavement.	Wednesday- Adding numbers: Watch Numberblocks (clip 1) to support with adding. You can also click on clip 2 or clip 3 .
Thursday- Ask your child to think about who they believe to be important people – such as the Queen. How would your child describe them? Why do they think they are important? Your child could list important people.	Thursday- Generate your own addition number stories: First, there are 3 people on the bus. Then, 2 more people get on the bus. How many people are on the bus? Now there are 5 people on the bus.
Friday- Ask your child to think about and draw someone who is very important to them . Can your child say or write a simple sentence describing why this person is so important.	Friday (theme)- Make a pretend shop using items from the kitchen cupboard. Ask your child to pretend to be the shopkeeper and do different things such as sell the food, sort it into groups such as types of food, sizes, weights etc.

Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more about famous or significant people. Learning may focus on past or present inventors, explorers or scientists and how they influence society today.

Make your Favourite Characters-

- **Make a puppet of a famous story character. Use a toilet roll and draw, colour and stick other bits of material onto the tube to make your own character puppet. This can be a character from the Gruffalo or a character from another story written by a different famous author.**
- Paint your hand and make handprints and decorate to make your very own Gruffalo.



Can you Name the Famous Characters?

- Take part in the quiz -Who Do You Know? You will need help from your grown ups. Have a go at [Quiz 1](#) and [Quiz 2](#). Or, you could also describe famous book characters to your child and they have to guess who it is you're describing.

Play Snake

- The Gruffalo features a snake. Click [here](#) to play snake - Use the arrows on the keyboard to move the snake around - count how many apples you



can collect. Or, play a family game of Snakes and Ladders.

Create your own Broomstick

- Create your own broomstick like the witch in 'Room on the Broom'. You could gather up sticks from the garden and tie them on to the end of a large stick using elastic bands, string or garden twine. How could you make improvements to your broom? Encourage your child to act out the story. Take a photograph of your finished broomstick and upload to Twitter at [#TheLearningProject](#).



Visit 'The Gruffalo' website

- Listen to the Gruffalo [song](#), learn the 'Monkey Puzzle' [song](#) in makaton and dance along to the 'Gruffalo's Child' [song](#). There are also some great interactive games in the [play and explore](#) area. Colour your own Gruffalo using the paint game, create your own monster on monster maker and much more.

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Rose Mitchtom and Margarete Steife

- Over 120 years ago two women came up with the idea to make a teddy bear. Collect all your teddy bears. Are they all the same? What do you think makes a good teddy bear? If you were going to invent a new teddy bear what would it look like?

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